



# EDUCATIONAL DIFFERENTIALS AMONG DISABLED CHILDREN: A STUDY IN ELEMENTARY SCHOOLS IN UTTAR PRADESH

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## ABSTRACT

Children with special needs require a different educational environment for learning at home and school than normal peers. Educational environment for CWSNs cannot be same as some need physical adjustment, some listening or communication and some observation or experiential adjustment. Due to these educational limitations, CWSNs are unable to achieve learning skills and knowledge effectively and become easy victim of teasing at public places. It is now realized that a disabled child is not a different kind of person. CWSNs are children with special educational needs like all other members of society. The disabled children must have the same right to education, work and participation. Those with mild disability can be educated along with the non-disabled peers in general schools with provision for extra help and support. Moreover education of children with special need (CWSN) has been found to be economical in terms of expense and coverage with non-disabled children in general schools.

Children with special needs should be given priority. They have much in common with other children of their age. They have many common aspects of child's development like: personality, the ability to communicate, resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Such children's academic achievement increases with parental educational concern and wish. Each child has individual strengths, personality and experiences so particular disabilities will impact differently to individual children. They have all right to be the whole child, develop physically, socially, spiritually and mentally. They have right to education and dignified life. Their involvement in schools also prove with family's educational awareness. They have educational need, which sometimes may differ from non-disabled peers, that's why academic performance of such children remain unaffected by family's educational values. It is needed to educate such family in methods they may support such children in education. Special educational needs may arise from primary four different types of disability: Physical, Sensory, Mental health, and Learning disability

**KEY WORDS:** Co Variants, Father's Education, Mother's Education, Sibling's Education, Parental Concerns, CWSN, and Elementary Schools in Uttar Pradesh.

## INTRODUCTION

Children with disability should be educated, sometime child with disability may not require any special educational need. These children are like other children in intellectual functionary. They are not mentally diseased, they do have physical, visual or hearing problems, but they are otherwise like any other children. A description of problem arising out of disability has been given below-

1. Attention disorder of disabled
2. Memory problem of disabled
3. Reading problem of disabled
4. Listening problem of disabled
5. Movement problem of disabled
6. Reading disabled (vision)
7. Writing disabled (physical)
8. Adjustment problems.

For this study the common operational definition of disability has been used The persons with disabilities in India has been defined by PWD Act, 1995- Ministry of law, justice and company affairs, promulgated this Act to give effect to the Proclamation on the Full Participation and Equality of the People with Disabilities in the Asian and Pacific Region, as adopted on 5th December 1992 at Beijing. India being a signatory to the said proclamation considered it necessary to implement the aforesaid proclamation. This Act is called the Persons with Disability Act (Equal Opportunities, Protection of Rights and Full Participation) 1995. As per this Act disabilities are defined as follow:

"Disability" refers to a condition where a person suffers from any of the following conditions, namely: -

- (i) Blindness;
  - (1) Total absence of sight; or
  - (2) Visual acuity not exceeding 60:60 or 200:200 in the better eye with correcting lenses; or
  - (3) Limitation of the field of vision subtending an angle of 20 degree or worse;
- (ii) Low vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropri-

ate assistive device;

- (iii) Leprosy -cured; means any person who has been cured of leprosy but is suffering from-
  - (1) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
  - (2) Manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
  - (3) Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;
- (iv) "Hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;
- (v) "Loco motor disability" means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy,
- (vi) "Mental illness" means any mental disorder other than mental retardation;
- (vii) "Mental retardation" means a condition of arrested or incomplete development of mind of a person, which is specially characterized by sub normality of intelligence;

"Cerebral palsy" means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal or infant period of development.

## REVIEW OF LITERATURE

Pikul Leosiripong (2007) (The northern school for the Blind, Thailand): The paper talks about "Employing the participatory process to develop standards and Indicators, appropriate for Internal Quality Assurance System in Special Education Schools" to ensure quality learning for CWSNs. This is a study of the concurrent and needs of standards and indicator for internal quality assurance system in special education schools, which are coherent with the Basic Educational Standards. Standards and indicators were aligned with the standards of Basic Education, best varied in indicators determined by the laws, the principle of special education and special educational schooling.

Paper appreciates the process of developing standards and indicators, which is a continuous process, it need to be try out in 4 special educational schools in

Chiang Mai, but it can say that these methods assisted the concurrent system and conceptualized the related persons to assure themselves and students. The lesson learned from participatory method, satisfied school staffs to work as team and built up channels for quality school.

Sandra McNally (2009): Every child matters? The impact of 'special educational needs' programs: There is much debate in education about remedial policies for pupils with learning difficulties. Sandra McNally and colleagues provide the first comprehensive evaluation of 'special educational needs' programs of United Kingdom, the highly decentralized policy adopted there and intended to address the specific difficulties of each type of disable children. Around one in five pupils in England benefit from 'special educational needs' (SEN) programs.

SEN programs are designed to address the specific difficulties of each pupil. They are targeted at individuals, rather whole classes or schools. But while this is potentially an attractive feature of the policy, it may also generate individual stigma by labelling pupils with relatively minor difficulties as 'SEN' could be counterproductive.

The second basic feature of SEN programs is that they are largely defined at the local level by head teachers. The obvious advantage of such decentralized policies is that they can better take account of local constraints and better use local resources.

One potential issue is that the policy may become context specific if a child with significant learning difficulties may not have access to a remedial program, if she attends a school where there are a lot of children with learning difficulties of whom only a proportion can be funded by SEN budget. Conversely, a child with only moderate learning difficulties may have access to a remedial program in a school where very few have learning difficulties.

First it shows that there are very significant inequalities in the probability of being labelled as SEN across children with similar learning difficulties at age 7 but attending different schools. Importantly these differences are much less significant for pupils who achieve relatively good performance or relatively poor performance early on in primary school than for pupils in between these two extremes.

In contrast, the gap in access to SEN is very significant for pupils with moderate difficulties. These pupils are much more often labelled as SEN when they attend a 'high-context' school (where the average level of age 7 test attainment is relatively high) than when attend a 'low- context' school. The decentralized design of SEN policy generates significant inequalities in access to remedial resources across children with similar (moderate) difficulties at age 7.

Second, it show that, surprisingly the inequality across schools in access to SEN resources for pupils with moderate difficulties early on in primary school does not show any specific variation in academic performance at the end of primary school. In order words, the school context generates huge difference in access to SEN resources for children with moderate difficulties early on in primary school, but no difference at all in moderate difficulties early on in primary school, but no difference at all in performance at the end of primary school.

This result suggests that there is no net effect of being labelled as SEN on the performance of pupils with moderate difficulties. Thus, SEN programs do not have the desired effect of improving the attainment of targeted pupils, relative to their situation had they not been targeted. In our study, this 'null effect' is identified for children with less serious 'special needs'.

The analysis suggests that remedial programs are not working for a significant proportion of children labelled as SEN.

Geoff Lindsay: Education psychology and the effectiveness of inclusive education and mainstreaming: This paper reviews the literature on the effectiveness of inclusive education and mainstreaming. The focus is on evidence for effects in terms of child outcomes with examination also of evidence on processes that support effectiveness.

This paper has focused primarily on research evidence of the effectiveness of inclusive education. Its conceptual frameworks concern values and rights. Inclusive education has been driven by a belief that is the correct approach, to include rather than segregate and exclude CWSN. The duplicitous approach by the government undermines people's confidence, and in its ability to deliver the genuine interests of children with SEN'.

Most of the educational psychologists may feel that evidence should drive policy; the reality is that research evidence is only one of several influences taken into account by politicians.

Given that the government policy in many countries is often confused but generally supportive of inclusion, but the evidence for the effectiveness of inclusive education is marginally, in support of inclusive education. So the task now is two-fold. First, there is a need for further conceptualization of the inclusive education. It is necessary to consider inclusive education as a multifaceted practice,

built upon foundations grounded in a noble belief that children with developmental difficulties and SEN require appropriate education, which optimizes their life chances to become full members of society. The proposition that this should largely if not entirely be facilitated by education in mainstream schools should be recognized as a values-based not empirically based position. There are indications of practices which appear to support inclusion, but there is a need for a more analytical consideration of combined (interactional) effects of relevant mediator and moderator factors concerning pupil diversity; curricular and assessment specifications and the education system which, being in a state of increasing change and diversity may support more effective education, partly by providing more flexibility in the system.

The agenda proposed here, therefore, accepts the basic premise that children's needs should be addressed within an inclusive education system in the broadest sense, but views this as more than simply a question of mainstream vs. special school or that inclusion can only mean full-time education in a mainstream class. The research evidence on effectiveness cannot be used to justify either position. This approach also requires its own research agenda, which develops beyond simple comparative studies to a series of complementary research strands. These would include large-scale analyses of data sets together with detailed analyses of the implementation of inclusion in different settings. In particular, there is a need to focus on mediator and moderator influences on processes and outcomes rather than location. Studies should be designed on psychological theories to a greater, than that is apparent from past research. This approach would be grounded in an ecological systems approach with studies drawing appropriately on both quantitative and qualitative methods. Furthermore, there could be greater use of longitudinal studies to explore the impact of educational systems on the children over time. This approach is research-based and hence actively rejects both the view that research is unnecessary as inclusion is a right and a simple model of 'full inclusion for all'.

There is an opportunity to implement and evaluate a variegated system of inclusive education appropriate to this century's complex society. We have complex social norms and patterns of schooling where inclusion in its widest sense will mean impartial, addressing all religion, ethnicity, social class and disability. Parents will be important contributors on behalf of their children, as will children themselves, to shape up both the implementation of inclusion and its evaluation. The task is to examine, carefully and analytically, how inclusive education can be effective in meeting the different needs of individual children with disabilities and special educational needs.

Angela Kohama June 2012: An Undergraduate Honors, Thesis Presented to the Department of International Studies at the University of Oregon: The thesis explains the proximity and educational exclusion of disable children with statistics that 10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries. The services available for people with disabilities differ widely in developed and developing countries. One of these services is education. The International Community, especially since the UN Convention on People with Disabilities, is becoming increasingly aware of the different models of special education. The three basic models, segregated, integrated and inclusive special education, have been differentiated between by international and governmental agencies, and overwhelming support is being shown by human rights activists, non-profits, governmental organizations, governments and international agencies, all in favour of inclusive special education as the most beneficial type of education for people of all ability levels.

The Government of India has developed many program for education of children with special need around inclusion, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country.

In the late 1800s and the first half of the 1900s, India was colonized by the British, and the few educational services for people with disabilities were offered in the form of segregated, special schools. Although the constitution outlined a policy of inclusive education, the country created Ministry of Social Justice and Empowerment, which started giving out grants to non-government organization to begin and maintain special schools for people with disabilities.

Beginning in the 1970s, the Government of India started to lean towards more inclusive policies for students with disabilities, but they began with inclusion for some, those with "mild" disabilities, not all. The policies of the new millennium are the most inclusive of those to date. But, just as the policies of the past, will these policies remain words on paper? Yet in the past decade, there have been several promising pieces of legislation and schemes: 2005 Action Plan for Children and Youth with Disabilities, the 2006 National Policy for People with Disabilities, the 2008 Inclusive Education of the Disabled at Secondary Stage (IEDSS) and the 2009 Right to Education Act-as well as continuing with the Sarva Shiksha Abhiyan scheme.

Sarva Shiksha Abhiyan states that people with disabilities should be educated in the least restrictive environment, which could potentially be a special school. Therefore, this scheme and this policy actually contradict each other. The Ministry of Social Justice and Empowerment could still support students with disabilities by continuing to provide grants for these resource centres, but ultimately, it is

imperative for inclusion that students of all ability levels are receiving services under the same ministry. This directly relates to the definition of inclusion and the social model defined above, because the Ministry of Education will have to adjust to accommodate people of all ability levels, including everyone.

World Bank data shows that attitudes of community members and families of children with disabilities are not changing in respect to inclusion. It is important to disseminate information about the rights that people with disabilities have under these laws through public awareness campaigns that reach people across the country. The citizens of a country are the ones who will hold the government accountable for its promises. This paper also talks about different statistics differing from each other on the number of disabled children in country and number of children still out of school. Paper emphasizes to build a system of reliable data compilation by which monitoring could be made effective for evaluating the success or failures of a policy or scheme.

Training teachers in teaching methods that include students of all ability levels, as well as spreading awareness to teachers about the importance and benefits of inclusion, is one of the most important parts of implementing a system of inclusive education, because the teachers are the people on the ground, who are going to accommodate the students.

Kalyanpur writes that there is inadequate policy dissemination around inclusion, and that many teachers know little about policies regarding students with disabilities. The World Bank claims that the attitudes of general educators or educators in a mainstream environment, towards students with disabilities are generally improving, probably as a result of the various policies and schemes.

The Rehabilitation Council is in charge of special teacher's training courses. Teaching educators about the importance of inclusion and how to run an inclusive classroom is imperative for reaching the goal of education for all.

The Building accessibility is absolutely important for students with disabilities to feel free and roam around as their normal peers in the school. But what is typically more challenging for mainstream school, which are trying to become inclusive is converting their curriculum to fit students of all ability levels. While this may seem time consuming, complicated, and perhaps expensive, it is important to remember that having an accessible curriculum does not only benefit students with disabilities, but also all other children in the classroom, because it is taught with the intention of reaching all students equally.

Jangira, points I would like to see the distinctions between words like 'special education,' 'regular education,' and 'inclusive education' disappears. The practice in these movements will be absorbed into the world 'education' the education system in India is changing. It is time for policies to start aligning with realities on the ground, and for students of all ability levels to receive the education they deserve.

#### SIGNIFICANCE OF THE STUDY

Individuals are assessed disabled as per PWD act, after it is observed that they have problem in understanding, communicating, experiencing and receiving instructions in their day-to-day life and in school. A variety of tests are administered to ascertain type of disability and special physical and educational needs of such children. These test are not only to ascertain, how the child is differently able than normal peers but to ascertain, which kind or type of academic support is needed in adjusting at working, living and learning environment, and what kind of process, material and teaching intervention are needed for unhindered learning, so that they may live a dignified life and may contribute to the society.

In this study significant effort have been made to establish family's education related factors affecting education of CWSNs. Efforts have been made to find out correlation between different following parameters with student enrolment, attendance in school and their learning level in language, mathematics, art and music.

- Father's education
- Mother's education
- Sibling's education
- Parental educational concern
- Parental willingness for children's education

#### Data and Method

In order to know the teaching learning environment and the academic achievement of the children with special needs, visits were organized to see many bridge courses run by department of basic education of Uttar Pradesh. Schools were also visited, where children with special needs were studying in inclusive way. Some special schools run by non-government organizations were also visited to get a feeling of problems faced by these kinds of children in adjusting with routine daily personal work and education.

Teachers and warden of bridge courses, inclusive schools and special schools were consulted before making any research design. Their interaction was helpful

in figuring out areas, which have greater impact on elementary education of children with special needs. On the basis of that research objectives and hypothesizes were constructed.

#### Research Design

The research design followed in the study is descriptive (survey) and evaluative. In this research the focus of the study is to test certain hypothesizes regarding elementary education of CWSN at present. The descriptive survey method has been adopted primarily due to the fact that it facilitate in collecting general information and its one of the most commonly used method of investigation that attempts to describe and interpret what exists in the present conditions.

**Sample:** For the selection of districts the criterion followed was easy access to data, convenience in conducting survey, social structure and level of literacy. Since the study is proposed to be carried out in the educationally backward district. As per guidelines of Ministry of Human resource development all 20 blocks of district Allahabad are educationally backward, and being diverse in the sense of culture and education, it was selected for the purpose of study. Literacy rate of district Allahabad is 68%. It has homogeneous population of all section of society.

According to Karlinger "A sample is taking any portion of the population which is representative of whole population".

Sample has been taken carefully, so that results obtained from study of sample may be faithfully applied to the whole population. Following things are considered while selecting the sample.

- There should be no partiality while selecting the sample.
- All major sub group of population should be sufficiently represented.
- It should be manageable for completion of study.

In order to collect valid and reliable data about education status of CWSN a sample size of 500 (approximately 5% of population) was set for the purpose. Size of sample for four different types of specially is Orthopaedic – 171, Visually Impaired – 103, Hearing Impaired – 114, and Mentally Retarded – 107. In sample both the gender are adequately represented, Male- 252, Female – 258. In sample all social categories are sufficiently represented as- Scheduled caste- 187, Other backward classes-199, General- 115. For this almost proportionate number of children were selected randomly from each kind of specially and population, to see effect of different kind of specialty on hypotheses.

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. These processes simplify the learning about the population on the basis of a sample drawn from it. Thus in the sampling technique instead of studying every unit of the universe, we study a sample drawn on some basis from the entire universe. The methodology used to sample from a larger population depends on the type of analysis being performed, but may include simple random sampling or systematic sampling. In this study researcher has used stratified and purposive sampling. The sample should be a representative of entire population to get a representative sample, it should be ensured whether all elements are equally represented or not.

As given above sample district for study is Allahabad as it has a homogeneous population structure, it's one of the oldest district, it is educationally backward, it is one of the largest district with 20 blocks, its cultural and educational background and finally because it was convenient for us to conduct and give enough time to conduct activities at this place.

As we have read in literature there are 13-14 different types of disability in children. Even experts working in this area least understand and are able to diagnose only some of these disabilities. Children with some disability are very few in number as chances or probability of such disability is very rare. During visit of special schools, inclusive schools and bridge courses run by Government of Uttar Pradesh, we came to know, that majority of CWSN falls in category of Orthopaedic, Visually Impaired, Hearing impaired, and Mentally retarded. So for the purpose of study only these four types of CWSN have been taken in sample.

In this study different values of teachers and students like - teacher's attitude and competence and education value is studied, it has been also envisaged to see, how student adjust with Teachers availability, and Special teacher.

#### Tools used for the study

A format was developed for collecting data and information from different sources, Format has following elements for different kind of information.

- Interview Schedule with child (CWSN).
- Interview Schedule for the members of family.
- Interview Schedule for the teachers of school (for students' academic com-



petencies).

- School Information with head Teacher or teacher (about infrastructure at school). The Structured Information Schedule for all was developed by the researcher in order to assess the educational problems with respect to different types of CWSN. Observation of residential bridge course, primary school, kasturba gandhi balika vidhyalaya, special school for disabled children was done.

## RESULTS AND DISCUSSION

This study Examines, how the educational status of parents, siblings of disabled children are going to affect their enrolment, regular attendance, academic achievement in language and mathematics, and their participation in co-curriculum activities at school.

**Father's Educational Status:** Parents/guardians are supposed to take informed/reasoned/thoughtful decisions concerning the education of their children with special educational needs. This depends on educational environment of family. If parents are educated, they may take wise decision concerning CWSN, regarding school, equipment, books, educational material etc. Here impact of father/mother/sibling education is being tested against children's enrolment. Education of father is grouped under no education, primary school level, high school level, and secondary school level.

Enrolment of children in school has improved in general due to social awakening, and many other government schemes. It shows that there is a positive correlation between father education and disabled children enrolment. Father education has little or no impact if he is not well educated up to high school level. As father education is above high school dropping out from education system is getting down. Percentage of children not getting enrolled in school is also going down with increase in father's education.

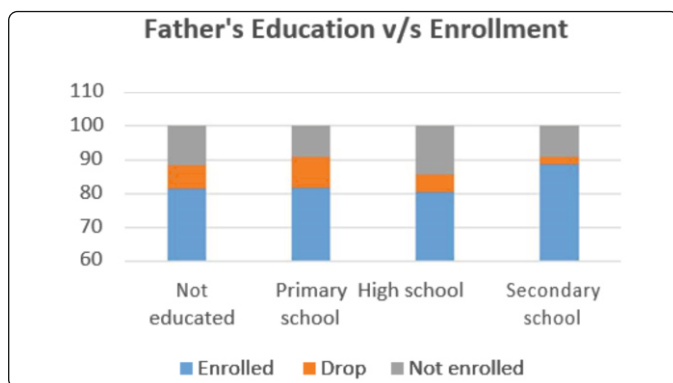


Figure 1: Father's Education Impact

**Mother's Education Impact on CWSN Education-** Education of mother is grouped under not educated, elementary school level, above upper primary level to see its impact on enrolment.

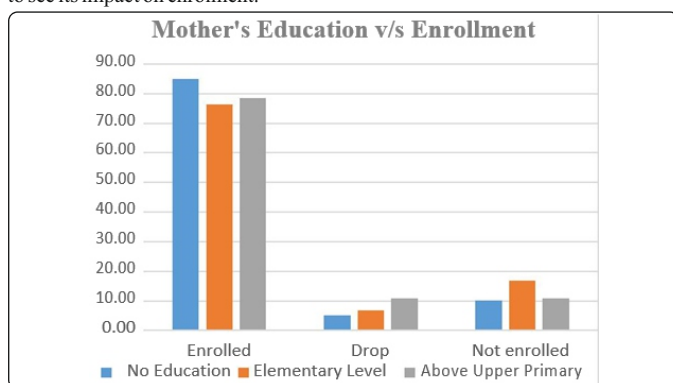


Figure 2: Mother's Educational Relation with Disabled Children Enrolment

It shows that there is a no correlation between mother education and disabled child enrolment. Number of CWSN's mother taken in sample without any education is higher than 70%, so in such case, mother education in enrolment of CWSN is not effective. Sample data has only 2% mothers with education beyond high school (Tenth Grade).

Let's test sibling's educational status impact on CWSN education. Educational status of sibling is grouped under 'No education' means not educated or not in school, means attending schools for education or completed their study.

Data shows that there is a positive correlation between sibling education and disabled children's enrolment. Percentage of children not getting enrolled in school

is also going down with sibling in school system.

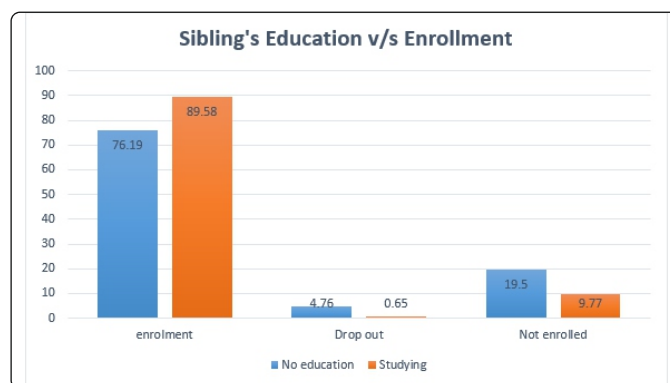


Figure 3: Sibling Education

Here impact of father/mother/sibling education is being tested against children's attendance in schools. Education of father/mother is grouped under 'not educated', 'elementary school level', 'above upper primary level'. Attendance of students is classified into 5 categories. 'A' for more than 80 percent attendance, 'B' for 60-80 percent attendance, 'C' for 40-60 percent attendance, 'D' for 20-40 percent attendance, 'E' for less than 20 percent attendance, and some of the schools and students didn't responded Correlation analysis shows that if father is well educated, CWSN's attendance in school is good. Educated fathers understand the value of education in shaping of life. An educated father knows social value of education, economic value of education, human value of education.

Most of the mothers (73 percent) in the chosen sample are illiterate. Mother's educational impact in disabled children.

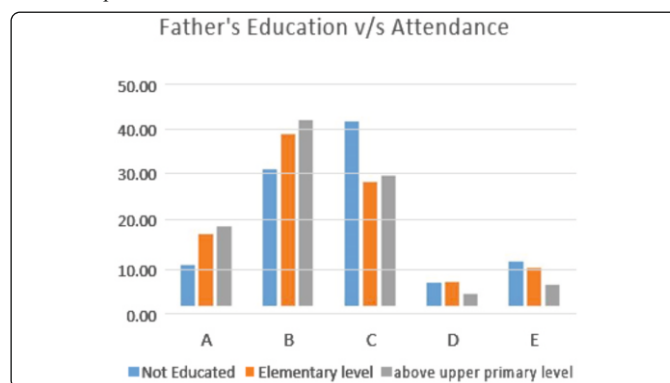


Figure 4: Father's Education and CWSN Attendance in School

Let's test sibling's education impact on CWSN attendance in school. Education of sibling is grouped under 'No education' means not educated or not in school, 'Studying' means attending schools for education or completed their study. Data shows that there is a strong positive correlation between siblings studying in school and disabled children attendance in school. Sibling presence in school makes them feel safe and attended. Sibling going to school makes their school going safe and protected. Child feels confident with his/her family member as she/he may ask support in case of need. If siblings are studying then such children attend more school than if no family member is there to go with them to school.

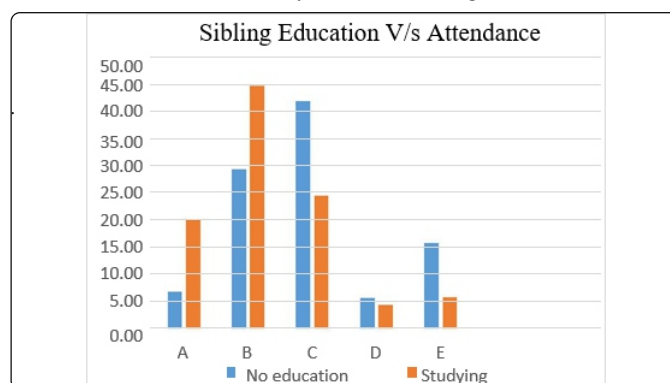


Figure 5: Sibling's Education and CWSN Attendance in School

**Co-curricular activities:** Learning doesn't happen only in classroom, there are activities, which are planned to impart curriculum learning objectives. Teachers design co-curriculum activities, which are as powerful tool in achieving learning objectives as classroom activities. In the following table, student's interest in

those activities and their attendance in school have been studied.

Data shows strong positive correlation between student's interest in co-curricular activities and their attendance at school. Data shows that students with special needs interested in co-curricular activity attends more school. Above data demands that there is a need to create more interesting co-curricular activities around learning outcomes to promote learning and attendance in school.

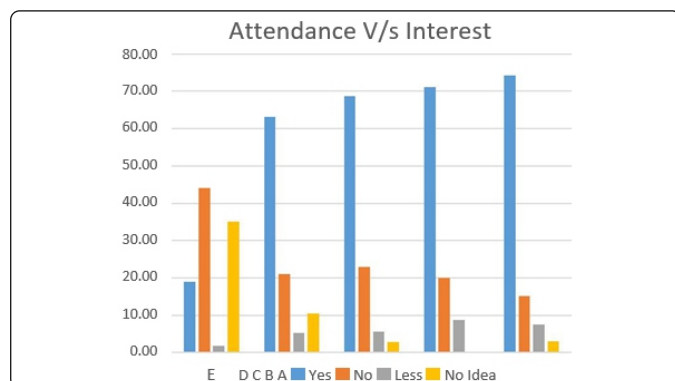


Figure 6: Attendance Vs Interest

**Achievement Level:** Academic statuses of children also affect their attendance in school, though this status depends on interest of children in that subject, as discussed above. To see impact, performance in two subject mathematics and language (Hindi) has been taken to test hypothesis.

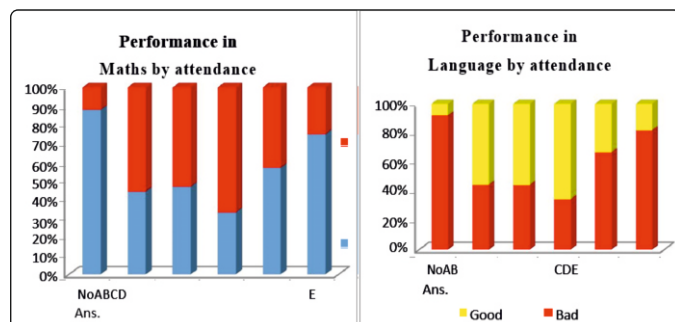


Figure 7: Performance in Maths and Language vs. Attendance (Percent)

Data analysis of above tables shows that academic excellence of students improves attendance at school. It may be termed as Attendance in school improves the learning of students, but that may not be true for individual students but is surely true for general group of CWSNs.

- Attendance had its impact on learning.
- It shows interest of children in school activity improves their learning.

**Parental wish for further study of disabled child relation with his/her academic performance:** In this section it has been tried to study, how parental interest further education of disabled children, and relate to his/her academic performance. Parental wish may provide them emotional support to perform better in education, and achieve physical, mental and spiritual abilities needed to have a fulfilling life. Performance in mathematics and language has been tested against parental wish of CWSN. For this parental wish has been categorized as 'yes', 'no', and 'no idea'. CWSNs performance has been grouped as 'bad', 'practicing', and 'good'.

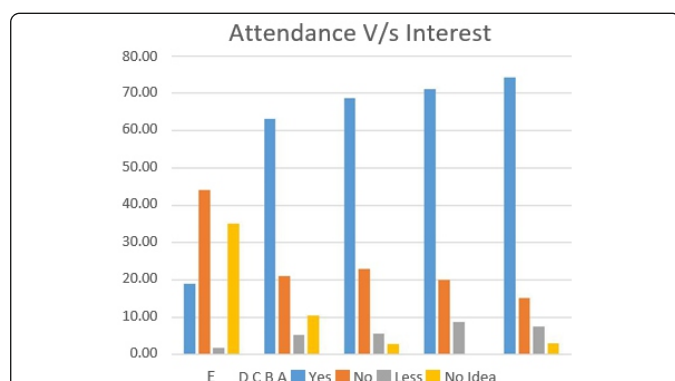


Figure 8: Wish of Parents for Education

**Concern of parents' for education and academic achievement:** Psyche of being cared gives children an unbeatable strength. Parental concern gives emotional support to even children with disability. Concern not only translate into educational concern or coaching, tutoring but it translate into new books, educational toy, magazine, educational game, educational material, which may improve children learning environment. It also include love, care, protection and trust. Children get motivated that I am being cared by a loving parent. It motivates him/her to achieve best for parents and some time to get some more gifts. For this parental concern has been categorised as 'yes', 'no' and 'no idea'. CWSNs performance has been grouped as 'bad', 'practicing' and 'good'.

Data analysis shows that Majority of parents are concerned about their CWSN. Academic excellence of students improves with parental concern. Though academic excellence is purely individual child issue but comparison of data shows that parental concern improves it by two fold.

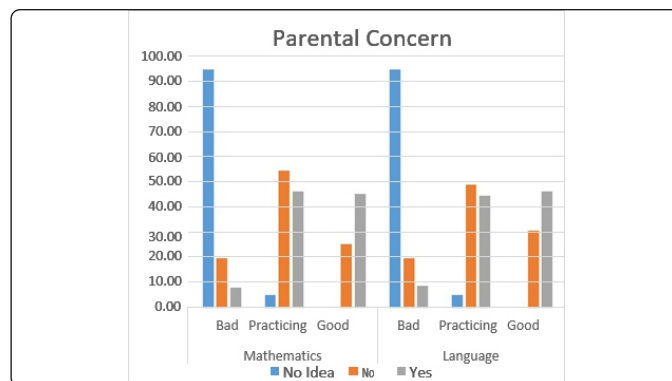


Figure 9: Parents Concern for Education

**Parental Coaching's Relation with Academic Excellence:** Parental coaching is an extra help for children with special need. If parents support children at home, they get an on-site support in learning. In overcrowded Indian class room some time student doesn't get time of teacher or some time s/he hesitates asking the things in front of so many students in classroom. If students get time for education from their parent and they are willing support, this hesitation gets away. Parental coaching gives parents an opportunity to know their child better. It may help them to plan their future course of action for betterment of their child. If parent knows their child better they may talk to teacher on how to improve his/her learning on any specific issue.

For this parental coaching has been categorized as 'yes', 'no'. CWSNs performance has been grouped as 'bad', 'practicing', and 'good'.

Data analysis shows that students who don't get coached at home performed badly in language and maths, while students, who get coached at home performed excellently in maths and language. It means academic excellence of students improves with parental coaching. Though academic excellence is purely individual child issue but comparison of data shows that parental coaching improves it by at least 1.5 times.

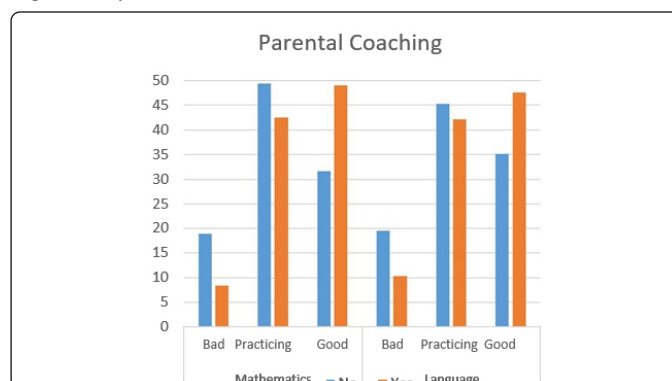


Figure 10: Language and Maths Achievement Relation with Parental

**Sibling education's relation with academic performance:** Elder siblings are always source of motivation and support for any child. For disabled children sibling are even more important. They get a friend in form of sibling, with whom s/he may share his joy, happiness and sorrow. They get and find many ways to remain engaged with their sibling. Siblings not only support at home but are of great strength even in outside world. They are always for them at school, market place, play grounds, parks, etc. siblings may not coach effectively at home but surely they may be source of motivation, when it comes for academic excellence of disabled child in subject like mathematics and language. In this section we have tried to draw a relation between sibling education status and CWSN academic performance. For this siblings education has been categorised as 'support-

ing' means studying, 'not supporting' means not studying and 'no idea'. CWSNs performance has been grouped as 'practicing' and 'good'.

Data analysis shows that academic excellences of disabled students have no definite relation with sibling educational status. This empirical data is somehow different from our common sense.

Result for mathematics and language both have similar kind of trend. Enrolment and attendance have shown a definite relation with sibling educational status even we find a correlation coefficient of 0.24 for enrolment and attendance. It may be because data include sibling of both kind younger and elder, younger may have little impact on their academic level.

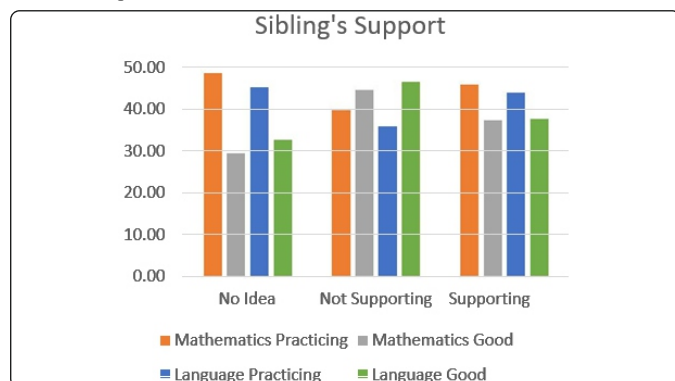


Figure 11: Language and Maths Performance Relation with Sibling

One thing is also very important that these children requires special need to adjust to learning environment. Sibling most of the time don't know how to support his/her disabled sibling in understanding or constructing knowledge. So disabled children academic excellence is not related with their sibling's education status. Educational level of older sibling of children is also important when there is a question of academic support.

**Relation of mother's education with children academic status:** It is a common perception that if mother is educated then, she will motivate their family for education. It is true and it has been found to be the case in many researches and case study. Is it the same case with children with special need? As mothers are not trained or have any experience of educating children with special need? Their education may be of use for normal children but may not of use for disabled children, because of their special needs, which most people don't know. We have tried to test educational value of mother's education in academic achievement of CWSN. For this mother's education has been categorized as 'no education', 'literate-class-5', and 'class-6 to PG'. CWSNs performance has been grouped as 'practicing', and 'good'.

Data analysis of above tables shows that academic excellences of disabled students have no definite relation with mother's educational level. This empirical data is somehow different from our common Perception. Results for mathematics and language both have similar kind of trend.

One thing is very important that these children require special need to adjust to learning environment. Most of the mothers don't know, how to support their disabled children in Understanding and constructing knowledge. So disabled children academic excellence is not related with their mother expertise and education level. Mothers need to be counseled, trained and be given orientation on, how to support their differently able children so that she may support her/him in constructing knowledge and supporting his/her to have joyful life.

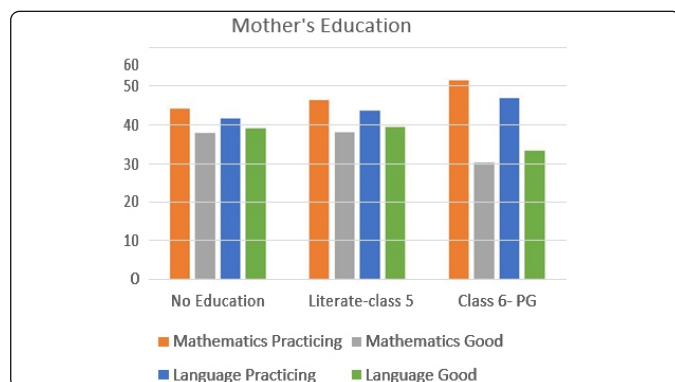


Figure 12: Mother's Educational Relation with Academic Excellence of Disabled Children (Language and Mathematics)

**Relation of Father's Education with Children Academic Status:** It is supposed that if father is educated then he may plan and motivate his children's edu-

cation. Is it same case with children with special needs? As being educated father doesn't mean expert in nurturing all types of children. Most of the persons are not trained or have any experience of treating or educating children with special needs. Their education may be of use for normal children but may not be used for disabled children, because of her/his special needs. We have tried to test education value of father's education with academic performance of CWSN. For this father's education has been categorized as 'no education', 'literate-class-5', and 'class-6 to PG'. CWSNs performance has been grouped as 'practicing', and 'good'. Analysis of graph shows that academic excellences of disabled children of parents having no education or up to primary level or above (upper primary to post graduate level) have same learning pattern. It means there is no definite relation with father's educational level. This empirical data is somehow different from our common perception. Results for mathematics and language both have similar kind of trend. Enrolment and attendance have shown a definite relation with Father's educational level, even we find a correlation coefficient of 0.21 for enrolment and attendance of CWSN with Father's education. It is very important to note that these children are of special need. They require special aid and appliances to adjust to learning environment. Most of the Fathers don't know, how to support such disabled child in understanding or constructing knowledge. So disabled children academic excellence is not related with their Father's education, skill or expertise and education level. Fathers need to be counselled, trained and be given orientation on, how to educationally support their differently able children so that they may support them in constructing knowledge and supporting them to have joyful life.

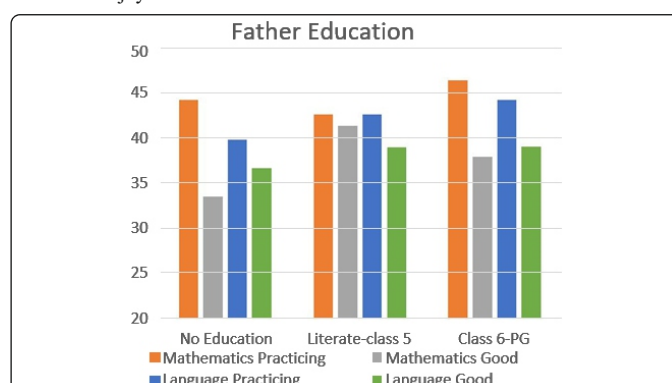


Figure 13: Father's Educational Relation with Academic Excellence of Disabled Child (Mathematics and Language)

**Analysis has confirmed that academic performance of disabled children do not depend on education of parents and sibling, but enrolment in school and their attendance do depend on education of parent's and sibling's education.**

## CONCLUSIONS AND RECOMMENDATIONS

The overall study elucidates the issue of disabled children and over all need on bringing out recommendations and suggestions for further research that has emerged out of the analysis and interpretation of data is presented.

### Impact of Family Education on Disabled Children Education

- Data shows that there is a positive correlation between father's education and disabled child enrolment. Percentage of children not getting enrolled in school is also going down with father's educational level. As fathers are highly educated, CWSNs' dropout chance from education system is getting down.
- Data shows that there is a no correlation between mother education and disabled children's enrolment. As mother's education goes up from matric or above children's dropout rate from education system gets down. Percentage of children not getting enrolled in school also goes down with mother's education above matric. Data is giving specific trend as number of mother without any education is substantially higher 70%. But as we see that if mother is matric or above 83% children with disability are getting enrolled, it gives a fare indication that mother's education has a positive impact on student's enrolment.
- Data shows that there is a positive correlation between sibling enrolment and disabled child enrolment. Percentage of children not getting enrolled in school also goes down with sibling in school system.
- Data correlation analysis shows that if father is well educated, children attendance in school is good. As educated fathers understand the value of education in organising life. An educated father knows social value of education, economic value of education, moral value of education.
- Mother's education impact in disabled children attendance is visible only when mother is above matric. Their dropping out status is drastically reduced with mother education above matric.



- Data shows that there is a strong correlation between sibling studying in school and disabled children attendance. Sibling presence in school also makes them feel safe and attended. Sibling going to school makes their school going safe and protected. CWSN may feel confident at school with his/her family member as he may need support. If sibling are studying then such children attend more school than if no one is there to go with them to school.
- Data shows strong positive correlation between student's interest in co-curricular activities and their attendance at school. Data shows that there is a need to create interest in students towards learning through games and activities, it automatically converts into attendance at school for such children.
- Academic level of children also affect their attendance in school, though these levels depends on interest of children as we discussed above. It may be termed as Attendance in school improves the learning of student
- Academic excellences of students improve with parental wish for education of their children.
- Education of sibling has no definite impact on children's academic achievement. Academic excellence of students improves with parental concern for education of CWSNs.
- Academic excellence of CWSN improves with parental coaching. Data shows that if parents coach such children at home, it significantly improve their learning achievement and improves their involvement in school.
- Academic excellences of disabled students have no definite relation with sibling educational status, which may be their inability to contribute significantly in constructing knowledge in them, as they themselves don't know, how to do it in case of children with special need.
- Attendance of student is correlated with his performance at school vice-versa.
- Parent's education, sibling education has positive correlation with disabled children's attendance and enrolment in school.

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